Asia Pacific Ministerial Forum on ICT in Education 2012

9 - 11 September 2012
Centara Grand Hotel at Central World, Bangkok, Thailand

Co-organized by
UNESCO Asia and the Pacific Regional Bureau for Education
Intel Asia Pacific
Ministry of Education, Thailand

Background Paper

1. INTRODUCTION

For the past two years, UNESCO Asia-Pacific Regional Bureau for Education (UNESCO Bangkok) and Intel Cooperation co-organized Asia-Pacific Ministerial Forum on ICT in Education (AMFIE), successfully creating an annual platform for policy-level knowledge exchange and dialogue. The Forum showcased a number of promising models and experiences in developing, adapting and/or monitoring ICT in Education policies and practices in countries at different development levels. Likewise, participating high-level officials were invited to present specific needs and challenges that their countries face, opening up inter-directional dialogues to initiate or strengthen partnerships between emerging and high-performing countries. See Annex A for background information on the past AMFIEs.

As a lead agency to organize such dialogue and exchange of policy ideas and practices, UNESCO persistently incorporates the use of ICT in education as a critical policy agenda. Likewise, UNESCO continues to facilitate enriching the ongoing debate and offer options and solutions to Member States, giving emphasis on ICT in education through upstream policy and capacity building. UNESCO Director-General Irina Bokova stated that “[t]he enormous potential of ICTs for development must be reflected systematically in national development policies strategies and legislation, in regional policy and within global frameworks…This means also integrating more clearly ICT projects into wider policy frameworks. Isolated initiatives, without a clear link to development objectives, run the risk of delaying efforts to reach Internationally Agreed Development Goals.”

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1 Speech during the 4th UN conference on Least Developed Countries themed “Harnessing ICTs for Development: Opportunities and Challenges for LDCs” in Istanbul, Turkey, 2011.
2. **SCOPE OF AMFIE 2012**

In response to the key issues and recommendations articulated in the past two years, UNESCO Bangkok, Intel and Ministry of Education of Thailand will organize the 3rd AMFIE with the theme **“The Power of ICT in Education Policies: Implications for Educational Practices”**. This year’s AMFIE is inspired by a recent UNESCO publication, **“Transforming Education: The Power of ICT Policies”**. As illustrated in the publication, envisioning clear policy goals and translating them into appropriate implementation strategies and action plans is the key factor in achieving the systematic transformation of education through ICT.

Delegates and international experts are invited to share regional and national cases at different development levels. Their first-hand experiences and lessons learnt from various initiatives in ICT in education from policy implication perspectives will be shared around the following four interlocked areas:

1. Smart partnership for ICT infrastructure development and deployment for education;
2. Alignment between national ICT policy, ICT competency standards for teachers and professional development; and
3. Role of policies in school-level reforms and emerging technologies.

Participatory workshop sessions are also planned to provide policy makers with opportunities to update innovative policy making practices.

3. **FORUM OBJECTIVES:**

ICT in education is indeed no longer a novelty or luxury enjoyed by more affluent nations. Ultimately, the role of ICT in education is to support teaching and learning practices, enhancing the ways through which educators can nurture human potential. Evidently, it is crucial that governments raise their capacity to exploit it to the advantage of their national context and needs. It is the hope of UNESCO Bangkok and its partners that AMFIE will become a catalyst in building that capacity.

Specifically, the forum aims to:

- Provide a platform for sharing policy, experiences, good practices, and lessons learned from ICT in Education programs and practices in their respective countries
- Strengthen the network of ICT in Education stakeholders and policy makers in member states by effectively engaging ministers and senior officials in dialogue on key issues relating to ICT in education;
- Raise awareness of some of the useful tools through participatory workshop sessions to help Member States build capacity in developing robust ICT policies; and
- Initiate focused reflection on key issues and concerns on ICT for education as well as future activities on the application of ICT to achieve education for all.
4. **FORUM THEMES/ SUB-THEMES**

The theme of AMFIE 2012 “The Power of ICT in Education Policies: Implications for Educational Practices” has been proposed by UNESCO Bangkok and Intel based on the suggestions from past AMFIEs. Discussions for AMFIE 2012 will surround the following sub-themes:

1) **The Power of ICT Policies: Promising Cases and Lessons Learnt**

AMFIE 2012 would like to underscore “the importance of having clear [ICT in Education] policy goals, and of their translation into appropriate strategies and plans.”

This panel discussion will look at how selected countries formulated policies and implemented corresponding programmes towards effectively integrating ICT in their educational systems, while taking into consideration their respective contexts, priorities, and challenges. In relation to this, the benefits of effective and efficient data-gathering practices in policy formulation and decision-making will be highlighted through a discussion of relevant ICT in Education indicators and the use of an Educational Management Information System (EMIS).

2) **ICT Policies & Smart Partnerships for ICT Infrastructure**

A number of countries have reported that a great number of their challenges in implementing effective ICT in Education interventions “are related to costs or infrastructural and technical issues, such as lack of access to technology or poor connectivity.”

This plenary session presents promising country cases where Private-Public Partnerships (PPP) and/or Official Development Assistance (ODA) had been tapped to sponsor or subsidize such infrastructural challenges. Representatives from ITU and World Bank will likewise discuss the role that development agencies have played in transforming education by supporting programmes that require ICT deployment, connectivity, content development/localization, and materials distribution.

3) **ICT Policies & Teacher Development**

In one of her speeches, UNESCO Director-General Irina Bokova emphasized that “[t]echnology can be a powerful education multiplier--- but for this, it must be integrated into learning and accompanied by new teaching styles. In many countries, this calls for a profound shift towards more interactive, project-based learning with more innovation and technology-based solutions. Teachers are vital here.” In order to build teachers’ capacities in using technology effectively, ICT in Education policies and programmes need to look at “a combination of

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4 Speech during the Education World Forum: Global Summit for Education Ministers on “Learning from the Best for a World of Change” in London, January 2012.
competencies, motivation, and the characteristics of teachers’ working environment.” ²

This panel discussion will emphasize the need to align ICT policies with the teachers’ national competency profile, professional development and support network. In connection with this, UNESCO will orient the participants on the recently improved ICT Competency Framework for Teachers, alongside other international frameworks. Selected countries will discuss their experiences in developing their respective National Standards for Teachers’ ICT Competency and corresponding teacher capacity building programmes.

4) ICT Policies & School Innovation and Emerging Technologies

As Kozma (2003) stated, “Educational policy-makers are in a unique position to bring about change”. However, developing policy does not guarantee changes in our practices. Policy should follow through to inform and guide its implementation up to the school level where real changes are happening. His analysis of 174 ICT-supported innovative classrooms in 28 countries illustrates that only slightly more than half of the classrooms under study showed a sign of connection to both national ICT policies and educational reform policies. ³

This plenary session presents innovations that have translated ICT policies into national ICT in Education programmes including cases on m-learning and digital textbooks. It will also look into the benefits of policies that encourage innovations at the local school and community level towards promoting excellence and inspiring education transformation.

Please refer to the Guidelines for Participants to learn more about the session formats and workshop descriptions.

5. DATES AND VENUE

The forum will be held at Centara Grand Hotel at Central World in Bangkok, Thailand from 9 – 11 September 2012.

6. PARTICIPATION

The organizers have invited Ministers of Education and senior officials on education technology from at least 20 countries across the Asia Pacific Region as the forum’s primary participants. Speakers and panel discussants representing experts, government officials, managers, and practitioners from the region have likewise been invited to share their experiences on ICT in Education policies and programmes.

Invited countries include:

1. Australia
2. Bangladesh
3. Bhutan
4. Brunei Darussalam
5. China
6. Indonesia
7. Japan
8. Korea
9. Malaysia
10. Maldives
11. Mongolia
12. Myanmar
13. New Zealand
14. Pakistan
15. Philippines
16. Singapore
17. Sri Lanka
18. Thailand
19. Vietnam
20. United States

5. Cambodia
6. China
7. India
8. Indonesia
9. Japan
10. Korea
11. Kazakhstan
12. Lao PDR
13. Malaysia
14. Myanmar
15. Nepal
16. Pakistan
17. Philippines
18. Singapore
19. South Korea
20. Sri Lanka
21. Thailand
22. Timor-Leste
23. Vietnam

For developed countries, the Ministry of Education of respective countries will be asked to sponsor the travel of their delegates, while the organizers will cover the costs for the accommodation and meals for the duration of the Forum.

Other countries with available funding sources are also welcome to attend.

7. LANGUAGE

English will be the working language during the Forum. All the presentations and statements will be in English. No translation services will be provided.

8. TENTATIVE PROGRAM
(See next page)
### Sunday, 9 September 2012

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<td>Welcome Reception hosted by Ministry of Education, Thailand</td>
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<td>Welcome remarks</td>
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<td>- Minister of Education, Thailand</td>
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<td></td>
<td>- UNESCO Director-General Ms Irina Bokova</td>
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### Monday, 10 September 2012

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<td>08.00-09:00</td>
<td>Registration</td>
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<tr>
<td>09:00-09:30</td>
<td>Opening Ceremony</td>
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<td></td>
<td>- Welcome address by UNESCO Director-General Ms Irina Bokova</td>
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<td>- Welcome address by Intel Vice-President Mr John Davies</td>
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<td>- Welcome remarks by Thailand Minister of Education H.E. Prof. Dr. Suchart Thada-Thamrongvech</td>
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<td>- Opening remarks by Thailand Prime Minister H.E. Ms Yingluck Shinawatra</td>
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<td>09.30-10.15</td>
<td>Keynote presentation:</td>
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<td></td>
<td>- Dr. Robert Kozma, Principal Consultant of Kozmalone Consulting</td>
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<td>“ICT and the Up-Scaling of Education for the 21st Century: Knowledge Creation for the Knowledge Economy”</td>
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<td>10.15-10.30</td>
<td>Group photo</td>
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<td>10.30-10.45</td>
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<td>10.45-12.15</td>
<td>Session 1: The Power of ICT Policies: Promising Cases and Lessons Learnt (Panel Discussion)</td>
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<td>Chair: Mr David Atchoarena (Director, Division of Teacher Education and Higher Education, UNESCO Paris)</td>
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<td></td>
<td>- Panellists (6-8 min each with guiding questions, 5 panellists max)</td>
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<td></td>
<td>-________by Ms. Geeta Bhukkal, Education Minister for Haryana State, India</td>
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<td>-________by Prof Alberto Sileoni, Minister of Education, Argentina</td>
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<td>-________by Datuk Ir. Dr. Wee Ka Siong, Deputy Minister of Education Malaysia (TBC)</td>
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<td>- “From Policy to Implementation: Using Tablet PC to enhance Students’ Learning Opportunities” by Dr.</td>
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<td>Time</td>
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<td>08.30-10.30</td>
<td>Session 4: ICT policies &amp; School Innovation and Emerging Technologies (Plenary Session)</td>
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<td>Chair: TBA</td>
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<td>“Policy Guidelines for Mobile Learning for EFA” by Mr Miao Fengchun, Programme Specialist, UNESCO Paris</td>
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<td>“Thailand: Learning Context and Teacher Development on ICT”, by Dr. Benjalug Namfa, Deputy Secretary-General, Office of the Basic Education Commission, Ministry of Education, Thailand</td>
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<td>“Korea’s Digital Textbook Initiatives” by Dr Jungmin Noh, KERIS</td>
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<td>“A Future School in Singapore by Mrs Tan Chen Kee,</td>
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<td>13.30-15.00</td>
<td>Session 2: ICT Policies &amp; Smart Partnerships and Investment for Infrastructure (Plenary Session)</td>
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<td>Chair: Ms Katheryn Bennett, Head of Development Cooperation, AusAID</td>
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<td>“Connecting Schools in Sri Lanka” by Mr Sameer Sharma, Senior Advisor, ITU</td>
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<td>“Turkey’s Education Transformation Model: FAITH project” by Mr Oguz Temizhan, Innovation and Education Technologies Department, Turkey Ministry of Education</td>
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<td>“The Role of Development Agencies in Transforming Education through ICT” by Ms Carla Jimenez Iglesias, World Bank</td>
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<td>15.00-15.30</td>
<td>Tea/coffee break</td>
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<td>15.30-17.15</td>
<td>Session 3: ICT Policies &amp; Teachers’ Competencies (Panel Discussion)</td>
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<td>Chair: Dr Witaya Jeradechakul, Director, SEAMEO Secretariat</td>
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<td>· Panellist (6-8 min each with guiding questions, 5 panellists max)</td>
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<td>o Country cases: Indonesia, Australia, Philippines</td>
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<td>o “UNESCO ICT Competency Framework for Teachers” by Ms Jonghwi Park, UNESCO Bangkok</td>
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<td>17.15-17.30</td>
<td>Wrap-up of the Day1</td>
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<td>10.30-10.45</td>
<td>Tea/coffee break</td>
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<td>10.45-12.30</td>
<td><strong>Session 5: Ministerial Dialogue: Way forward</strong></td>
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<td>Chair: <strong>Mr. Gwang-Jo Kim</strong>, Director, UNESCO Bangkok</td>
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<td>○ Key recommendations</td>
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<td>12.30-13.30</td>
<td>Lunch break</td>
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<td>13.30-15.00</td>
<td><strong>Parallel Workshop Sessions</strong></td>
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<td>ICT Competency Framework for Teachers <em>(facilitated by Ms Jonghwi Park, UNESCO Bangkok)</em></td>
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<td>ICT in Education Policy Toolkit <em>(co-facilitated by Dr Robert Kozma and Mr Miao Fengchun)</em></td>
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<td>15.00-15.30</td>
<td>Tea/coffee break</td>
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<td>15.30-17.00</td>
<td><strong>Parallel Workshop Sessions</strong></td>
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<td>OpenEMIS <em>(facilitated by Mr Gwang-Chol Chang, UNESCO Bangkok)</em></td>
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<td>ICT in Education Policy Toolkit <em>(continued)</em></td>
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<td>17.00-18.00</td>
<td>Closing</td>
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<td>18.00</td>
<td>End of Forum</td>
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Principal, Crescent Girls School (Intel School Award winner)
ANNEX A

SCOPE & ACHIEVEMENTS OF PAST AMFIEs

As basis for organizing the third AMFIE, achievements and lessons from past discussions were recorded and considered:

**AMFIE 2010** (jointly organized with Intel Corporation (Thailand))

**Date/ Venue:** 25-26 November 2010, Bangkok, Thailand

**Theme**  
1ST Asia Pacific Ministerial Forum on ICT in Education

**Participants**  
Minister-level participants from 16 member states

**Aims**
- share experiences, best practices, and lessons on the development, implementation, and monitoring of ICT in Education Master Plans.
- raise member states’ awareness of UNESCO’s role in supporting the enhancement of the ICT capacity of member states, through teacher training institutions and establishing school networks

**Themes**
1. ICT for Better Education Policies  
2. ICT for Better Teachers  
3. ICT for Better MOE  
4. ICT for Better Learning  
5. ICT for Better Access to Education.

**Highlights**
- Case studies were presented on country-level journey guided by ICT in Education Master Plans (Republic of Korea and Singapore); experiences on training teachers using television (United Kingdom, China and Thailand); experiences in establishing ICT infrastructure (Australia and Portugal)
- Despite the common issues and challenges faced by Ministries, it was collectively recognized that there is no one-size-fits-all solution to the challenges in integrating ICT in various aspects of education; however, innovative ideas can inspire a nation.
- Policymakers had an opportunity to voice out opinions, requests, and visions for developing ICT in education during Ministerial dialogue. Significant inputs were generated by organizers on programmes and support relevant for member countries which could also serve as indicators for future agenda items.

**More info:** [http://www.unescobkk.org/?id=11452](http://www.unescobkk.org/?id=11452)
**AMFIE 2011** (jointly organized with Intel Corporation (Thailand) with Department of Education of the Philippines, SEAMEO Regional Centre for Educational Innovation and Technology (SEAMEO Innotech), Korea Education & Research Information Service (KERIS), and the World Bank.

**Date/Venue:** 13 – 14 July 2011 in Makati City, Philippines

**Theme**  
*Evaluation and Assessment: Effective and Safe Use of ICT in Education*

**Participants**  
Minister-level participants from 19 member states

**Aims**

- strengthen the network of ICT in Education stakeholders and policy makers through effectively engaging them in dialogue on key issues relating to ICT in education;
- provide platform for sharing policy, experiences, good practices, and lessons learned from ICT in Education programs and practices in their respective countries; and
- initiate focused reflection on key issues and concerns on ICT for education as well as future activities on the application of ICT to achieve education for all.

**Sub-Themes**

1. Monitoring and Evaluating ICT in Education at the National Level
2. Cyber Risks for Students and Teachers
3. Assessment of 21st Century Skills and New Learning Outcomes

**Highlights**

- Policy-makers engaged in idea and experience exchanges with high officials from various countries during Ministerial Dialogue, reflecting back to the points raised in the experts’ keynotes.
- It was realized that UNESCO member states in the Asia and Pacific are greatly diverse in their stages of educational development, strengths and challenges, and such diversity sometimes occurs even within the country.
- Governments face a wide range of hurdles in education development; thus interaction among decision makers was considered highly useful for the participants as it was a golden opportunity to learn from others’ past successes or lessons, and to foster relationships that could bring about strategic collaborations.
- A side meeting was held among UNESCO-Bangkok APEID/ICT in Education team, UNESCO HQ, UNESCO Institute for Statistics (UIS), World Bank, and KERIS to identify areas of collaboration and explore joint initiatives on ICT in education indicators. A memo was signed between KERIS, UIS, and UNESCO Bangkok promising collaboration in this area.

**More info:**  